

Heath Springs Elementary

158 Solar Road
Heath Springs, SC 29058

Grades	PK-5 Elementary School	
Enrollment	381 Students	
Principal	Sheri M. Watson	803-273-3176
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Lisa T. Bridges	803-286-6972

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	33	52	2	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Average	Below Average	Yes
2006	Average	Below Average	Yes

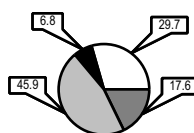
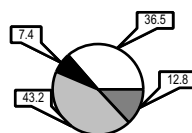
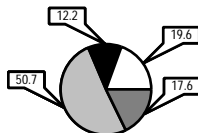
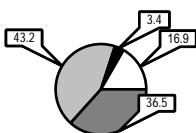
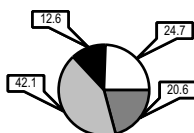
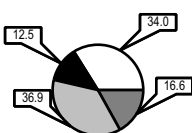
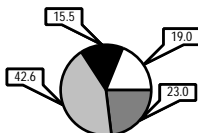
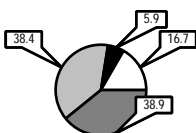
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	157	97.5	16.3	41.5	37.4	4.8	56.5	Yes	Yes
Gender									
Male	84	96.4	20.8	45.5	27.3	6.5	49.4	N/A	N/A
Female	73	98.6	11.4	37.1	48.6	2.9	64.3	N/A	N/A
Racial/Ethnic Group									
White	118	96.6	9.0	45.0	40.5	5.4	63.1	Yes	Yes
African American	38	100.0	40.0	31.4	28.6	0.0	34.3	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	130	100.0	13.6	40.0	42.4	4.0	59.2	N/A	N/A
Disabled	27	85.2	31.8	50.0	9.1	9.1	40.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	157	97.5	16.3	41.5	37.4	4.8	56.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	157	97.5	16.3	41.5	37.4	4.8	56.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	73	97.3	29.4	45.6	23.5	1.5	42.6	Yes	Yes
Full-pay meals	84	97.6	5.1	38.0	49.4	7.6	68.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	157	98.7	19.5	49.7	18.8	12.1	50.3	Yes	Yes
Gender									
Male	84	98.8	20.3	48.1	12.7	19.0	48.1	N/A	N/A
Female	73	98.6	18.6	51.4	25.7	4.3	52.9	N/A	N/A
Racial/Ethnic Group									
White	118	98.3	11.5	54.0	21.2	13.3	54.9	Yes	Yes
African American	38	100.0	45.7	37.1	8.6	8.6	34.3	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	130	100.0	16.0	51.2	18.4	14.4	54.4	N/A	N/A
Disabled	27	92.6	37.5	41.7	20.8	0.0	29.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	157	98.7	19.5	49.7	18.8	12.1	50.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	157	98.7	19.5	49.7	18.8	12.1	50.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	73	98.6	30.4	49.3	15.9	4.3	34.8	Yes	Yes
Full-pay meals	84	98.8	10.0	50.0	21.3	18.8	63.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	157	100.0	35.8	42.4	13.9	7.9	21.9
Gender							
Male	84	100.0	28.8	41.3	17.5	12.5	30.0
Female	73	100.0	43.7	43.7	9.9	2.8	12.7
Racial/Ethnic Group							
White	118	100.0	28.7	47.0	14.8	9.6	24.3
African American	38	100.0	60.0	28.6	8.6	2.9	11.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	130	100.0	34.4	44.8	12.8	8.0	20.8
Disabled	27	100.0	42.3	30.8	19.2	7.7	26.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	157	100.0	35.8	42.4	13.9	7.9	21.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	157	100.0	35.8	42.4	13.9	7.9	21.9
Socio-Economic Status							
Subsidized meals	73	100.0	51.4	35.7	8.6	4.3	12.9
Full-pay meals	84	100.0	22.2	48.1	18.5	11.1	29.6

Social Studies							
All Students	157	100.0	29.1	45.0	17.2	8.6	25.8
Gender							
Male	84	100.0	26.3	45.0	17.5	11.3	28.8
Female	73	100.0	32.4	45.1	16.9	5.6	22.5
Racial/Ethnic Group							
White	118	100.0	24.3	47.0	19.1	9.6	28.7
African American	38	100.0	45.7	40.0	11.4	2.9	14.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	130	100.0	26.4	44.8	20.8	8.0	28.8
Disabled	27	100.0	42.3	46.2	0.0	11.5	11.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	157	100.0	29.1	45.0	17.2	8.6	25.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	157	100.0	29.1	45.0	17.2	8.6	25.8
Socio-Economic Status							
Subsidized meals	73	100.0	45.7	38.6	11.4	4.3	15.7
Full-pay meals	84	100.0	14.8	50.6	22.2	12.3	34.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	49	100.0	8.5	42.6	48.9	0.0	48.9
	4	43	100.0	25.6	56.4	17.9	0.0	17.9
	5	59	100.0	17.9	48.2	32.1	1.8	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	16.4	29.1	49.1	5.5	54.5
	4	55	96.4	8.0	46.0	42.0	4.0	46.0
	5	45	95.6	26.8	53.7	17.1	2.4	19.5
	6	1	100.0	I/S	I/S	I/S	I/S	I/S
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	49	100.0	25.5	44.7	23.4	6.4	29.8
	4	43	100.0	10.3	56.4	33.3	0.0	33.3
	5	59	100.0	21.4	50.0	14.3	14.3	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	14.5	56.4	21.8	7.3	29.1
	4	55	98.2	13.7	39.2	21.6	25.5	47.1
	5	45	97.8	33.3	52.4	11.9	2.4	14.3
	6	1	100.0	I/S	I/S	I/S	I/S	I/S
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	49	100.0	34.0	48.9	10.6	6.4	17.0
	4	43	100.0	41.0	43.6	15.4	0.0	15.4
	5	59	100.0	30.4	35.7	19.6	14.3	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	30.9	52.7	14.5	1.8	16.4
	4	55	100.0	34.6	32.7	17.3	15.4	32.7
	5	45	100.0	44.2	41.9	7.0	7.0	14.0
	6	1	100.0	I/S	I/S	I/S	I/S	I/S
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	49	100.0	10.6	61.7	19.1	8.5	27.7
	4	43	100.0	33.3	53.8	10.3	2.6	12.8
	5	59	100.0	50.0	37.5	5.4	7.1	12.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	20.0	47.3	20.0	12.7	32.7
	4	55	100.0	26.9	40.4	25.0	7.7	32.7
	5	45	100.0	44.2	48.8	4.7	2.3	7.0
	6	1	100.0	I/S	I/S	I/S	I/S	I/S
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 381)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.7%	Down from 6.0%	2.8%	2.8%
Attendance rate	96.7%	Up from 96.6%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%	Down from 8.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%	Down from 6.0%	0.0%	0.0%
Eligible for gifted and talented	6.9%	Down from 7.1%	12.2%	10.4%
On academic plans	39.0%	N/AV	32.6%	33.6%
On academic probation	0.0%	N/AV	1.4%	1.0%
With disabilities other than speech	7.7%	Down from 8.8%	7.7%	7.5%
Older than usual for grade	0.9%	Down from 1.3%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	52.0%	Down from 60.9%	54.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.5%	Up from 88.0%	88.3%	87.3%
Teacher attendance rate	94.9%	Down from 95.6%	94.9%	94.9%
Average teacher salary	\$40,277	Down 1.0%	\$42,944	\$42,485
Prof. development days/teacher	24.2 days	Up from 16.4 days	13.8 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 20.0 to 1	19.0 to 1	18.6 to 1
Prime instructional time	87.5%	Down from 89.5%	90.0%	89.7%
Dollars spent per pupil*	\$7,081	Up 25.2%	\$6,386	\$6,557
Percent of expenditures for teacher salaries*	56.3%	Down from 61.0%	64.7%	64.0%
Percent of expenditures for instruction*	74.8%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	17.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Heath Springs Elementary School, along with involved families, business partners and a supportive district administration, is able to offer learning experiences that prepare our children to be unique, independent and responsible citizens. The state standards serve as a guide as we make plans to meet the individual needs of every child.

As we move through the halls of our school, we see evidence of the pride our children, faculty and families take in their school. The Sandlapper Garden, a student-created ecosystem, is visible from most classrooms. The calming effects of classical music played throughout the day contribute to the success the students have in writing, artwork, and musical compositions. Individual and group projects display evidence of the accomplishments our students have achieved. Our School Improvement Council worked with our faculty to provide clubs on designated Friday afternoons. These clubs allowed the faculty and parents to provide arts, games, and special interest opportunities to our children. Our PTO sponsors Family Activity Nights, a community rodeo, and academic programs not covered by our school's budget.

Teachers in grades K-5 planned and trained diligently to successfully implement the Multiple Intelligences and Core Knowledge-based Discovery School model. Increased parental involvement was a key piece in this program. Families of all students were asked to provide 30 hours of service to the school through various opportunities. We are excited to report that 5,070 family-service hours were recorded. This exceeds the 30 hours per family that we requested.

We were thrilled to be recognized as a school meeting all AYP goals. Our children continue to show terrific work on PACT as we strive to move them into proficient and advanced performance categories. To address language arts improvement, we provide Open Court reading. SRA Corrective Reading was used in grades 3-5 for students who would benefit. All students in grades 2-5 have the opportunity to complete the Fast ForWord program. Social studies standards are integrated in language arts. A Reading First grant has provided many professional development opportunities for our teachers. Reading resources are plentiful for teachers, students and parents. This training, along with classroom-based reading assessment that measures individual progress throughout the year, is funded through our Reading First Grant. Ninety-five percent of our students in third grade met standard in reading last year.

Real-life, hands-on, experienced-based learning is provided in math and science through the Everyday Math program and STC/Foss science kits.

As a Red Carpet School, we pride ourselves on being family-friendly and welcoming to students, parents and the community. Our Community of Learners continues to celebrate success in many ways.

Sheri Watson, Principal

Lisa Hinson, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	42	26
Percent satisfied with learning environment	100.0%	85.7%	84.0%
Percent satisfied with social and physical environment	95.8%	92.7%	88.0%
Percent satisfied with school-home relations	100.0%	92.9%	87.5%

*Only students at the highest elementary school grade level at this school and their parents were included.